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ABSTRACT

The first part of this paper presents the findings of a study of the leadership needs of five practicing teacher leaders. Findings identified an expressed need for specific teacher development and training, which led to the creation of a Leadership Institute for the Future of Teaching (LIFT). The second part of the paper describes the LIFT program, a 2-week graduate summer seminar and fall course that was offered at Indiana University in 1991. Participants continue to meet weekly and publish a newsletter. A university seminar program for teacher leadership certification is under consideration. Goals of LIFT are dedicated to the study and development of teacher leadership, research dissemination, and the creation of restructured, teacher-designed schools. Three figures are included. Appendices include sample pages of the program newsletter, LIFT planning panel participants, a summary of panel issues, and an editorial letter to the local newspaper. (27 references) (LMI)

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THE CASE FOR TEACHER LEADERSHIP: TOWARDS DEFINITION AND DEVELOPMENT

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The Case for Teacher Leadership:
Towards Definition and Development

The purpose of this paper is two-fold. First, findings will be shared from an inquiry conducted to discover what practicing teacher leaders were thinking about and experiencing in their new roles. Certain thematic concerns emerged that held across distinct and deep differences in the teacher leaders' school contexts and in the individual constructions they had formed about their own leadership. These thematic concerns yielded a beginning definition of teacher leadership.

Secondly, one of the thematic concerns--the need for leadership development and training designed specifically for teachers--served as the basis for creating a Leadership Institute for the Future of Teaching (LIFT). The genesis of LIFT's initial program for the study, development and support of teacher leadership will be briefly described and teacher leader participants' early reactions to the program will be discussed.

Part I

The study of teacher leadership: A rationale

The school reform movement of the 1980s focused first on regulation, tightening controls over virtually anyone and anything in sight. As the movement matured, however, attention turned to deeper and more insidious issues concerning the organization and governance of public schools. Rhetoric turned to serious discussions of organizational restructuring and to new modes of leadership that could engender and support new school structures. As school leadership studies have typically focused on administrative roles, little inquiry had been made into the leadership roles that teachers can, and in some

cases do, play. Such roles, usually carried out in addition to a full teaching load, have been largely informal.

However, the concept of formal teacher leadership increasingly emerges in restructuring discussions. Teacher leadership is seen as essential to collegial relationships between teachers and principals (Barth, 1987) and to a professional culture in schools (Lieberman, 1988). Further, the potential of teacher leadership as a formal force for restructuring schools is clearly linked with the shared decision making/site based management movement. Hallinger (1988) notes effects of shared leadership on teachers' sense of empowerment or powerlessness. Expanding the teacher role stimulates teacher autonomy (Shedd and Bacharach, 1991) and offers an alternative paradigm (Fay, 1991) to the present bureaucratic paradigms in educational organization.

Still, not much is really known about teacher leadership. The numbers of formal teacher leaders are relatively few. However, those who are practicing teacher leaders are quite literally the most authoritative source on this relatively new phenomenon. They could tell most authentically how they see teacher leadership, what it means to them, their teaching, their students and their colleagues. A study was conducted of five teacher leaders at three schools in which faculty and staff were consciously working on restructuring their organization and governance (Fay, 1990, 1991). The study's purpose was to discover what constructions of leadership these teachers had formed, to capture the concerns they expressed as they performed their new leadership roles and to see where these concerns might lead.

Methods and data source for discovering teacher leaders' concerns

The five teachers' work represented well over a hundred years of teaching thousands and thousands of fifth and sixth graders, junior high home ec and special ed students, and English and art high schoolers. It was important to them that their voice be heard and important to capture their concerns from the stacks of transcripts that represented the many hours and hours of conversations shared with the investigator during interviews. They each spent a period of time that spanned approximately a week at each school near the school year's end and three weeks again at the beginning of the next. Each of the five read two versions of their parts of the study. It was gratifying to hear from them that they had been heard well.

Thematic concerns of teacher leaders

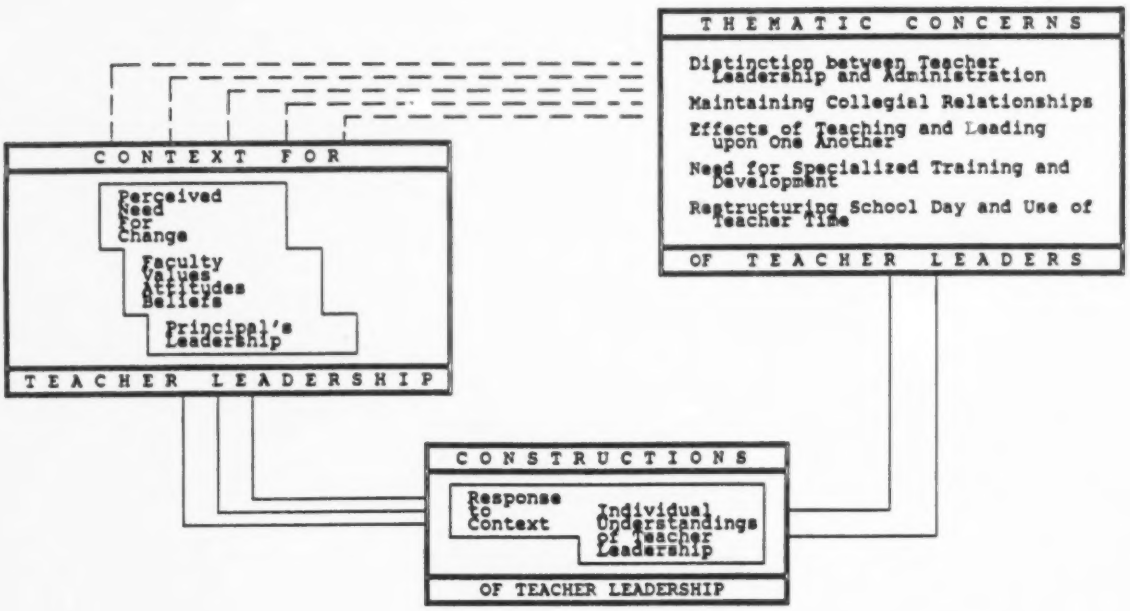
Each of the five teacher leaders had individual understandings of leadership, deeply felt and closely tied to context of each local setting. The data were thick. Nevertheless, patterns began to emerge. Remarkably similar concerns were held across all three settings, calling for an attempt to display the way that context and themes were tied to one another through teacher leaders' constructions of their own leadership experience. Miles and Huberman (1984) suggest using a kind of chain of "events-states" as one way of looking at data. (Figure 1) suggests one way the data presented themselves in a progression of events-states that moved from 1) the context for teacher leadership at each site through 2) local/individual constructions of teacher leadership to 3) thematic concerns shared across contexts.

The context for teacher leadership included three factors in the development of teacher-led change: perceptions of need for change; faculty values, attitudes and beliefs; and the principal's leadership. Responses to their own school context and their individual understandings of leadership and emerging concerns formed the constructions of practicing teacher leaders. From these constructions emerged the thematic concerns of teacher leadership, found to be commonly held by teacher leaders across all three sites.

FIGURE 1

TEACHER LEADERSHIP:

FROM CONTEXT THROUGH CONSTRUCTIONS TO THEMATIC CONCERNS



At the conclusion of our interviews, I presented these thematic concerns for review to the teacher leaders. All five responded thoughtfully, to help form the following explanations of the thematic

concerns and to affirm their commonality, authenticity and relevance:

1. **Distinction between teacher leadership and administration**
   (Difference in uses of power and authority--coming from group rather than exerting over group. Respect for autonomy. Freedom from supervisory or "managerial" aspects of traditional school administration.)

2. **Importance of positive collegial relationships**
   (Necessity for credibility. Sensitivity for teacher viewpoint and appreciation of teacher expertise. Establishment of new working partnerships with fellow faculty members and principals.)

3. **Effects of teaching and leadership roles on one another**
   (Informing instruction with new knowledge and skills. Teachers as models of leadership and collaboration for their students. Decision making that is informed by perspective of professional closest to student.)

4. **Need for specialized training/professional development**
   (Lack of background knowledge for leadership roles. Need skills for collaborative restructuring: group dynamics, consensus building, conflict resolution; innovative assessment design; communication with school publics.)

5. **Fundamental changes in school day/use of teacher time**
   (Present structure a barrier to innovative programs; ignores principles of adult learning necessary for school change. Attempts to combine teacher mission with creative leadership result in dilution of both.)

Towards definition of the teacher leader

From this study came the discovery that **teacher leadership is an actual entity** and that, from their own understandings and constructions, the **teacher leaders who participated in the inquiry have begun their own definition of it.** Views shared in conceptualizing and practicing the role were so similar as to become essentials in a beginning definition of teacher leadership that goes beyond the informal, if influential, leadership "roles" that teachers have exercised for years. All five thematic concerns, dealing with teacher identity and collegiality, non-positional authority, sufficient

preparation and time are expressed in this healthy start towards fully defining a formal teacher leader:

> **A teacher leader is a practicing teacher, chosen by fellow faculty members to lead them in ways determined by the context of individual school needs, who has formal preparation and scheduled time for a leadership role which, to preserve the teacher mission, calls for neither managerial nor supervisory duties.**

What are the essentials of this definition? Using the thematic concerns as a guide, one can see that the teacher leaders in this study were as one in retaining teaching as a central element in their leadership. They excluded from the definition "teacher" leaders who leave the classroom entirely, adding another bureaucratic level over the teacher role and instantly diminishing their own credibility. The definition is grounded in teacher leaders' understanding that their authority, by preference non-positional, emanates directly from their collegial group. Therefore, majority participation of the faculty in choosing its leadership seems mandatory. Teacher leaders also shunned even quasi-administrative roles, concurring with Devaney (1987) that teachers do not view leadership as moving "upward" to administrative positions that fail to acknowledge the high value teachers place on their work with students. Formally scheduled time for the role was also essential to the definition. Without planning and organizing time for their leadership work, combined functions of teacher leaders become counter productive, overworking each role to a point of inefficiency. Teacher leaders are aware of and want to avoid the "dedicated workhorse" syndrome. A trap into which many bright and committed professionals are lured, the syndrome is marked by endless

hours spent on non-teaching responsibilities after an already full day of teaching; they fall into a downward spiral of exhaustion, burnout and finally, a sense of inefficacy and futility. It is difficult to do more than make arbitrary guesses about exact amounts of time for leadership roles within teaching but it clearly needs to be there. The school context in which teacher leadership arises should determine and also provide the time needed for its efficient performance. Sensible ambiguity of this sort seems inherent in teacher leadership, a role that needs to be flexible enough to work within particular school contexts and yet be bounded to a degree that protects the teaching mission and identity as the core of its authority.

But retaining the teaching role, maintaining collegiality and restructuring teacher time are not enough. Teacher leaders' concerns about preparation for their new rolels--leadership training and development--are central to successful playing our of these new roles. Little in teachers' preservice or continuing education has acquainted them with the knowledge base and requisite skills for leadership. [That concern has begun to be addressed by the Leadership Institute for the Future of Teaching--LIFT--a group of educators dedicated to the study and development of teacher leadership for restructured schools. Its initial program will be discussed later in this paper.]

Organizational change and teacher leadership

The study yielded an important explication of practicing teacher leaders' joint concerns and some definitive essentials of a teacher leader. Also important are implications for the cumulative effects of alternative leadership on the organization and very spirit of schools.

The potential for substantial change and improvement in teaching and learning, student success and collegial relations is clear. It is possible that teacher leaders, whether consciously or not, are almost naturally able to envision the kind of change in organization and governance in which truly restructured schools might flourish.

Changing organizational perspectives

Ways of looking at organizations and the individuals in them have evolved through three major perspectives: 1) classical bureaucracy and "scientific management"; 2) human relations; and 3) organizational behavior. Presently emerging is a "human resources" perspective with conceptual roots in a broad range of research and scholarship that has generally sought to determine why management and administrative methods have been generally less effective (in business and industry as well as in education) than expected (Burns, 1978).

A growing realization that educational modes of organization and decision making differed from business and industry counterparts expressed itself in the "garbage can model" (Cohen, March and Olsen, 1972) of organizational choice. This model demonstrates that educational organizations simply do not, and most likely cannot, function as classical theorists might have envisioned they would and as "neo-classicists" might still wish they could. By the mid-70's, the discrepancy between how schools "should" be organized and how they actually were operating had become obvious; certain unique properties inherent in school organization and work had also become obvious. These properties include unclear and conflicting goals, uncertain technology and a lack of continuity in participants and patrons.

A framework for teacher leadership

Devising a frame for findings from teacher leaders is both necessary and practical. First, teacher voices grounded in practice deserve the serious appraisal that a theoretical framework can offer. Secondly, the findings can be better understood and shared across a wider audience, providing more opportunities for transferability to "make...similarity judgments possible" (Lincoln and Guba, 1985, p. 298).

For this frame, I suggest a set of factors in a traditional educational organizational, e.g., roles/span of control, structure, motivation, communication/information, modes of language, decision making, and leadership and their effects on teachers.

Posed against the traditional paradigm is an alternative paradigm in which the factors operate more in line with recent organizational thought. Figure 2 offers a "picture" of two paradigms and their effects on an organization's members, in this case, teachers. Factors and effects are drawn from certain ideas associated with particular authors: the hierarchical bureaucracy of Weber (1947) and Weick's (1976) "loosely coupled" approach to systems theory; horizontal networks versus vertical channels of organizational communication (Kanter, 1989); the concept of leadership empowered by shared feeling, joint action and group contribution as opposed to "headship" or sole-authority extra-group power (Bales, 1953; Gibbs, 1954; Argyris, 1957, 1964; Barth, 1987); and the rationale that the professional autonomy

FIGURE 2

FACTORS IN EDUCATIONAL ORGANIZATION, TWO PARADIGMS AND THEIR EFFECTS

Organizational Factors	Traditional Paradigm	Effects on Teachers	Alternative Paradigm	Effects on Teachers
Structure	Mechanistic "system"	Teachers are passive cogs	Community of adults	Teachers are active partners
Decision Making	Bureaucratic, top down	Teachers take orders	Professional autonomy	Teachers are decision makers
Roles/Span of Control	Tightly defined	Teachers are isolated	Flexible, overlapping	Teachers are colleagues
Communication	Vertical channels	Teachers are last informed	Horizontal network	Teachers are co-creators
Modes of language	Legalistic, adversarial	Teachers are suspect	Human, cooperative	Teachers are trustworthy
Motivation	Externally driven	Teachers are manipulated	Internally generated	Teachers are self-fulfilled
Leadership	Authority centralized	Teachers are led	Shared at action point	Teachers lead

T O T A L C U M U L A T I V E E F F E C T S

Traditional Paradigm → Powerless Teachers → Powerless Students

Alternative Paradigm → Empowered Teachers → Empowered Students

necessary for transforming teaching and learning is linked with shared authority for decision making among an organization's members (Burns, 1978; Bennis, 1984; Lieberman, 1988).

Using the same factors of the traditional paradigm, the alternative paradigm offers a vivid contrast of an organization literally and consciously reforming itself through empowerment of all of its members. Such an alternative paradigm fits with descriptions of new school organization as conceived of but often still only tacitly held by teachers and teacher leaders. One can see the effects of powerlessness (Hallinger, 1988; Kanter, 1989) that the factors of traditional organization have on its members--in this case, teachers--and then compare the quite different effects of empowerment that would be engendered by the same factors in an alternative paradigm.

It becomes quite clear that in the old paradigm, teachers cannot be the professionals that they are called to be by nearly everyone in society and certainly by everyone in education. Densmore (1987) states that traditional paradigms have not only caused but have also perpetuated the tension teachers experience between the expertise they are expected to exercise and the relatively rare occasions that old styles of school organization give them to exercise it.

Teacher leadership: Creating a new paradigm

These teacher leaders revealed an instinctual understanding of certain principles of change and leadership in which school restructuring is grounded: differences between influence and power, between voluntary followership and coercive control, between contribution and status (Kanter, 1989) as sources of authority.

Teacher leaders know the source of their authority. It comes from their classrooms and their colleagues, from their students and their work.

Constructions of teacher leaders emerging from this study seem to find a natural fit within the alternative paradigm of organization, almost as if they had designed it. They did not, but it may well be that their understandings are the first pieces of paradigm still creating itself as teachers figure more significantly in school organization and governance.

And it may well be that teacher leaders, in searching for a paradigm that fits their constructions of leadership, will become the principal architects of restructured schools.

Part II

The Leadership Institute for the Future of Teaching (LIFT)

A specific thematic concern discovered in this study of teacher leaders, requesting leadership development and training designed specifically for them, generated the plan to create an institute for the study and development of teacher leadership. Supported by a grant from the Lilly Endowment, an organization of Indiana teacher leaders and Indiana University professors was formed: the Leadership Institute for the Future of Teaching (LIFT).

The LIFT planning team spent one year gathering information from members of three expert panels. Panelists were primarily teacher leadership authorities and practitioners from across the nation; they were joined by school and community leaders from the Indianapolis area. LIFT planners called upon the three panels to help forge a

knowledge and skills base for the study and development of teacher leadership. The LIFT program is thus firmly grounded not only in the concerns of practicing teacher leaders but in assumptions and principles agreed upon by members of its distinguished planning panels. (See Appendix A for Panel Participants and Appendix B for a summary sample of issues they deliberated.) These assumptions and principles honored the needs voiced by teacher leaders in the study: the seminar would have no administrative overtones; it would be grounded in a respect for the teacher role and its proximity to the student; it would be collegial, it would follow guidelines of adult learning; it would be scholarly; it would empower its participants.

The LIFT design for teacher leadership study and development

The LIFT program of study and development was designed and coordinated by Carolyn Fay, planning director for LIFT. Ten Indiana teachers who had held both informal and formal leadership roles opted to participate in the two-week, six-credit graduate seminar (June, 1991), offered at Indiana University. Most continued their work in a fall course. Descriptions of the seminar and fall course follow.

LIFT SUMMER SEMINAR
June 17-21, 1991 and June 24-28, 1991

GOALS

To Develop Participants' Leadership Knowledge and Skills
To Study School Restructuring through Teacher Leadership
To Test Rationale/Effectiveness of LIFT Concept/Process

OBJECTIVES

Teacher leader participants will study recent literature/research on: issues of change and restructuring in school commonplaces, especially new roles and relationships developing from the concept of teacher leadership; new paradigms of curriculum

and assessment; community demographics and school choice; and teacher education and "partnership" schools.

Further, teacher leader participants would gain skills and ability to: frame research questions, design a study or investigation, and develop ways to disseminate the results of the inquiry; plan, implement, budget and evaluate a school project; and develop team building strategies appropriate to the project.

General Topics

Leadership and Change
School Commonplaces, Societal Expectations and Curriculum
Professionalism: Autonomy, Collegiality and New Roles
Restructuring Organizational Paradigms and Relationships
Policy and Collaborative Action Research

Guest Lecturers	Topics
Bob Arnove	-- Research and Policy
Tom Binford	-- Servant Leadership
Sue Blackwell	-- Coalition of Essential Schools
Leonard Burrello	-- Changing Organizations/New Paradigms
Dave Church	-- Deming Theory of Management
Don Ernst	-- Commonplaces of Schooling
Jesse Goodman	-- Teaching: A Gendered Profession
Tom Gregory	-- School Size and Restructuring
John Harrold	-- 21st Century Schooling
Colleen Larson	-- Organizational Change
Damon Moore	-- National Standards Board
George Stuckey	-- Authentic Assessment
Nancy Sutton	-- Integrated/Thematic Curriculum
Pat Wasley	-- Teacher Leadership

Description of teacher leaders participation in LIFT Summer Seminar

The intensive (8:00-4:30 daily, Monday through Friday for two weeks) seminar was built on the conceptual base of educational and organizational change as accomplished through new expanded roles for teachers. It was agreed at the outset to consider these expanded roles only as they allowed teachers to lead change without having to lose their primary role of teaching.

The teacher leaders were the first to admit how little their

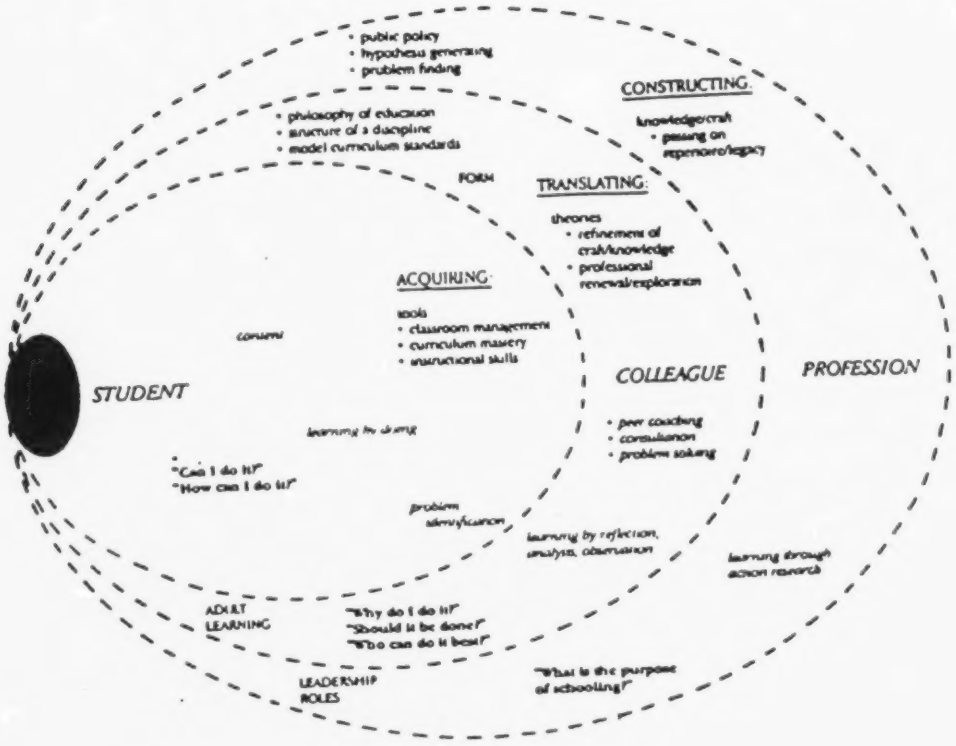
preservice or continuing education had prepared them for such new roles. Their willingness to spend two weeks in sultry Bloomington balancing the rigors of hard study with graduate dorm life attested to this. They voiced, however, a certain discomfort with the idea that professional growth and development so often seems to presuppose a deficit on the part of teachers--hardly a promising formula for empowerment. Discomfort or not, it was clear that the participants were personally and professionally secure; they argued and interacted as colleagues with a fine string of visiting lecturers. Good teachers by almost anyone's standards, they were also excellent learners. They waded through heavy reading assignments that pounded home new concepts each day, responding to them in very capable writing.

The seminar's basic texts were Tangled Hierarchies, (Shedd and Bacharach, 1991); Building a Professional Culture in Schools, (Lieberman, 1988); and The Reflective Turn: Case Studies in and on Educational Practice, (Schon, 1991). In addition, each participant had a binder of approximately 20 articles which dealt in some way with theories of change, leadership, teaching and professionalism and their impact on today's students and the structure of schooling. One article, "Ecology of Teacher Development," (Kaufman,1988) offered an important focal point for our thinking and discussion through the entire two weeks. Among other things, the article offered a graphic depiction (Figure 3) of the multi-leveled dimensions or stages of a teaching professional's world. What rang truest was that each ever-widening stage of development still kept the student, and therefore teaching, at its heart.

FIGURE 3

ECOLOGY OF TEACHER DEVELOPMENT

Serving the student through collegial and professional leadership



Work never flagged during the two weeks. Study was balanced by skills development in such areas as managing conflict (often our own); team building; conducting literature searches; journaling for peer review; leading mini-sessions for use in meetings with faculty, school board members, administrators, parents and other adult learners; and designing individual inquiries into some facet of teacher leadership and school restructuring.

Insights and understandings

As lead instructor, I worked hours every day and many evenings with participants as a whole, in small groups and even individually. Ideas, long contained inside, seemed almost to burst out; sparks occasionally flew but, gradually, shared understandings emerged around certain issues. Certain insights and understandings were expressed in writings as well as in class conversations. Excerpts from journal entries of one teacher leader (male, secondary, English) are telling, with sure touches on the depth and complexity of problems in educational change and their teacher status.

> I can really respond to the quote from Little (1989) that the element of competition inherent in typical enhancements and career opportunities for teachers is somehow detrimental to all of us who teach....
>
> Liked comment Wasley (visiting lecturer) made about "overt compliance" and "covert disregard of perceived authority." How true of my experience [and interaction] with our administration. My favorite statement from her presentation: "There's no need to engage in teacher leadership to support the existing system of education." I don't even like the word "classroom" now as a description of where I work.
>
> Discussion by Goodman (visiting lecturer) on gender issues was eye-opening. Outrageous ...that feminists--instead of focusing on changing position of "male" administrative norms of bureaucratic efficiency over "female" teaching norms of caring and nurturing for children--have bought into the hierarchical, patriarchal model just so that women could have their piece of the same old rotten pie.
>
> Even Goodman himself didn't seem to question some basic assumptions. For instance, the director of supposedly radical _____ School does not teach, yet gets paid more than the teachers. When will the notion that administration (men's work) is intrinsically more valuable than actual teaching (women's work) be exposed for what it is--bullshit?

Another teacher (female, elementary, grades 5 and 6) comments on the effects of her readings:

I am shocked and amazed that we (including me)still buy into the present system. Glickman (1991) says: "For too long, professionals have gone about the business of teaching and operating schools in ways they privately admit are not in the best interests of students." How many knocks on the head does it take before I act? By using my leadership abilities I may be able to inspire and even engage people to seriously consider student-centered activities and instruction. I'll be a rookie in this venture myself.

A teacher is a planner, a developer, a monitor, a supervisor, an administrator, a master communicator, a counselor and, yes, a leader. Shedd and Bacharach (1991) studied the tasks that a teacher performs during any given teaching day; such intense responsibilities are the norm, not the exception. It is, indeed, from all of these roles that ability to lead evolves.

Barth (1988) states that "to be a leader is equated with being an administrator." It is odd that a teacher who has left the classroom for an administrative position is <u>only now</u> capable of becoming an instructional leader. The assumption that teachers are not leaders is false! The other false assumption is that administrators are.

Teacher-initiated schools in Lewis (1989) seem to contain possibilities for focus that schools now lack. Picture a school with a faculty of like-minded people sharing a common goal and mission for the students enrolled in that schools. Consider that the decisions made at this school are made by these teachers with their students firmly in mind!

<u>From consumption of knowledge to creation of knowledge</u>

Sensitive adult learners themselves, participants quickly caught themselves and each other in the act, so to speak, of wondering whether what was exciting learning for them would be exciting for their colleagues back home. Little if any of the judgmental "teacher bashing" often associated with "teacher leaders" was evidenced, and when it was, it was quickly challenged. One did not hear statements such as "This is so important. If only the other teachers in my building could see/know/understand what it could mean, but they're only interested in...etc., etc."

Most of these teacher leaders had no desire to foist anything on their faculties but in fact simply wanted to learn more themselves and to begin inquiry in their home bases. Inquiry topics were diverse, chosen according to individual interests, styles and teaching/school contexts:

Administrative Designation of Teacher Leaders: Effects on Climate
Formal vs. Informal Leadership: Skills, Styles and Preferences
Incentives for Minority Participation in Teacher Leadership
Balancing the Governance in Education: Are Schools Really Democratic?
Teacher Leadership within School Improvement Programs
How Teacher Leadership Can Assist Teachers in Coping with Anger
How Does Teacher Education Perpetuate Lack of Leadership in Teachers?
Critical Reflection: A Vehicle for the Teacher Voice in School Reform
Increased Public Understanding through Teacher-Community Communication
Professional Development Choices of Teacher Leaders

Evaluation of LIFT development plan and learning outcomes:

In response to "What learnings during these two weeks were of value to your development as a teacher leader?" participants said:

The opportunity to learn how to do action research.

Focusing on student-centered classroom and my performance as a teacher in relation to leading. The importance of teacher leaders continuing to teach was made evident.

Seeing that the knowledge base we have developed [can be used] for research and action gives substance to the intense reading and interaction we have experienced.

I have a better vision of teacher leadership. We have a long way to go but what an exciting journey!

Self-assessment and the idea of changing paradigms. LIFT is a lift!

I very much wanted to increase my knowledge level of what is happening and research has found. That happened for me.

I have been looking hard for direction in this profession, was uncomfortable with the thought of becoming an administrator but believed it was the only way all my strengths could be used. These two weeks have "turned my sails," so to speak.

I've enjoyed writing my paper so much. It just came together. It's not great but it's more than adequate and I felt satisfied with its legitimacy. I'm grateful for the experience of research.

Working with 12 other professionals served as an informal evaluation of my own strengths and weaknesses as a hopeful leader. I've had the luxury of reading research about leadership, especially as it relates to schools and teaching.

[Note: Evaluations (two) commenting on unfulfilled expectations stated disappointment that there was not more skills training. As it happened these two teachers had not seen the descriptive LIFT brochure stating the theoretical nature of the seminar and had decided to attend only at the urging of a district administrator.

Clearly, becoming familiar with recent research and reading on leadership and change and then formulating their own inquiry plans stood out as the most powerful learning. Learning to work together and becoming aware of their own leadership strengths was a close second. It appears that the LIFT seminar touched both personal and professional needs. Almost palpable throughout the two weeks was a celebrative bonding that so often unites teachers who spend much time together: the sure, if unspoken, knowledge that they are important people doing important work. Here, for two weeks, it got spoken.

Follow-up

Part of the seminar requirement for six graduate credits was the agreement that all participants would meet in August to present the papers they had written on the topics listed above. All were serious attempts, with a statement of the problem, a literature review, an inquiry plan and summary of findings. Eight of the ten returned. Presentations were made, suggestions for further study offered and ideas exchanged about ways to continue our collaboration.

Finally, we agreed to continue studying together for at least one more semester. For the two who dropped out, two more were found to

take their place. The fall course was advertised as follows:

Title: "School Restructuring through Teacher Leadership." (A670)

Description: A course designed especially for teacher leaders by the Leadership Institute for the Future of Teaching (LIFT). Specific topics include changing school organization and leadership; reflective practice; action research; and teacher-designed schools with student-centered curricula.

Rationale: Teacher leaders who wish to restructure their schools or design new schools have asked for knowledge and skills associated with educational leadership, but not traditionally offered in graduate programs for teachers. Course curriculum is part of a proposed fifteen-hour program leading to a "Teacher Leadership Certificate."

Goal: To explore the literature and individual practice surrounding these questions:

Who are teacher leaders? What are their roles?
How might teacher leadership restructure schooling, the work of teaching and the profession?
Can teacher leaders design and lead schools?
How would these schools differ from traditional schools?
Who might support teacher leadership?

Objectives: Students will be able to--

1) Discuss major national restructuring networks(i.e., Sizer's Coalition of Essential Schools, Adler's Paedaia Proposal, Goodlad's University/Public Schools Partnerships) and such particulars as number of schools in each network and location of their national centers as well as the conceptual basis for each reform imperative.

2) Explicate differences in practice and theory that separate teacher leadership from traditional models of school administration/management, showing familiarity with the literature on organizational change and new paradigms in school roles and relationships, especially those in which the concept of teacher leadership finds a fit.

3) Cite significant demographic data having impact on teaching, learning and schooling and the policies/practices called for by reform literature to address needs flowing from the data. Plan panels, interviews and surveys to gather information from parents, social/health service providers, legislators and community leaders.Form new relationships among educators,government agencies and their clients.

4) Plan/conduct an "organizational (school context) inquiry" and analyze and present findings to various educational publics.

5) Design "new" schools radically changed in terms of student population, curriculum, teaching and leadership roles, assessment procedures, assignment of time and architecture.

Outcomes

This was a full plate. All class participants were full-time teachers. Readings were not as intense as in the summer seminar nor was discussion as coherent and thoughtful. However, two panel discussions, planned and led by the participants, offered powerful dialogue and learnings.

A panel of parents. Representing the demographics of an urban school system (Indianapolis Public Schools) the parents were prepared in advance to discuss their responses to the following questions:

> How do you see schools/teachers meeting your expectations for your child's education?
> What do you wish teachers would do differently?
> What didn't you learn in school that you wish you had?
> What do you want your children to know?
> If you had "choice" about schools, what would you choose?

A panel of teacher leaders and principals. The central questions for this panel were:

> All of you are acknowledged leaders in your schools. Some of you chose to leave the classroom and some to stay. Why?
> Does teacher leadership enhance or threaten collegial relationships among/between teachers and principals?

From this principal-teacher leader panel came the class decision to do a group inquiry-study of principals' attitudes towards teacher leaders. Some of the questions guiding this study were gleaned from those asked by members of the Puget Sound Educational Consortium:

"Will shared leadership improve the quality of educational experience for children?"

"If teachers are to assume more leadership does that mean that principals take a back seat?"

"Does teacher leadership mean that teachers in leadership positions function in some kind of middle ground between the faculty and principal?"

"Will teachers have the skill and experience that principals have honed over the years to really lead their colleagues forward?"

(Findings from this group project are not available at this time.)

Future of LIFT study and development activities

At semester end, most participants wanted to continue meeting to share ideas about school change through teacher leadership. Rather than pursuing more formal coursework, eight to ten teachers are meeting every other Tuesday to discuss ways to restructure teaching and learning in their present school setting, or to create new ones. The basic core continues to attract new members. Presently they are the LIFT "Tuesday Group." The group's first public act was an open letter to the Indianapolis Star (Appendix C); the letter stated the group's beliefs, from which its formal tenets are being written.

Still being considered is continuation of the university seminar program, from which a "Teacher Leadership Certificate" might be gained. The solid theory of the knowledge and skills base remains valid and practical. LIFT-certified teacher leaders might serve as consultants to teachers in schools wishing to restructure themselves.

Presently without funding or an institutional home, LIFT has established itself as a non-profit corporation. Plans to seek financial and collegial support are expected to emerge from some of the group initiatives which are listed in the following text of NETWORK, a newsletter created to tap a national audience's interest in the concept and possibilities of teacher leadership. Sample pages follow:

NETWORK

A newsletter for teacher leaders

Published by LIFT, INC.

The Leadership Institute for the Future of Teaching

WHO ARE WE?

LIFT is a group of like-minded teachers who have held leadership roles, both formal and informal, in their schools, districts, unions and professional groups. These teacher leaders have organized LIFT as a non-profit corporation whose goals are:

the study, development and support of teacher leadership

the dissemination of research conducted by teacher leaders

the creation of restructured, teacher-designed schools

HOW WAS LIFT CREATED?

The creators of LIFT believe, along with a number of educational reform writers, that little can be done to genuinely restructure schools without teacher leadership--not teacher input or involvement, but <u>teacher leadership.</u> A Lilly Endowment grant funded three expert panels of teacher leadership authorities and practitioners to explore, over a year's time (1990), issues surrounding this relatively new idea. Their discussion centered on such questions as whether teacher leadership is viable in present school structure, what teacher leaders might need to perform new roles effectively, and how LIFT might create ways help meet those needs.

WHAT IS LIFT DOING?

To date, LIFT has established certain "core knowledge and skills" to serve as a base for the development and training of teachers who wish to retain teaching as their central mission but who also wish to expand their roles to assume leadership functions their schools. This concept--that teachers do not and should not have to give up direct work with students to play decision making roles--is key to the definition of teacher leadership as supported by LIFT.

Teacher leaders have expressed the need for specially designed training and development. In response, a six-credit graduate summer seminar (1991) based on the core knowledge and skills of teacher leadership, was offered by Indiana University. It was followed up by a three credit course in the fall. Twelve Indiana teacher leaders studied and worked together during this time. Some outcomes of their collaborative study are worthy of note.

1) NATURALISTIC INQUIRY PROJECTS INVESTIGATING SUCH RESEARCH TOPICS AS:

** why some teachers leave teaching to seek leadership through administration and others stay to lead from their classrooms.

** what colleagues in a high school English department have to say reflective practice.

** how teacher education contributes to the powerlessness of teachers.

** whether principals view teacher leadership as a threat or a help.

2) MINI-FORUMS ON SCHOOL CHANGE FOR PARENTS, PRINCIPALS AND LEGISLATORS

3) PROPOSALS SEEKING FUNDING FOR TEACHER-DESIGNED, TEACHER-LED SCHOOLS

4) CREATION OF THE "TUESDAY GROUP"--TEACHERS MEETING TO DISCUSS CHANGE IN THEIR PROFESSION AS A BASIS FOR CHANGE IN EDUCATION

5) DECISION TO EXPAND OUR GROUP INTO A FORMAL NETWORK BY:

** joining with the Harvard Educators' Forum

** applying to ASCD to form a Teacher Leadership Network

** communicating with the NEA Center on Innovation, the AFT Educational Issues department and NCREL.

** creating the **Network** to reach teacher leaders across the nation

** announcing a National Forum to be held next April 1992 where teacher leaders who are partners in our network will find colleagues and a platform for the teacher voice.

** April 23-25, 1993**

THE TEACHER VIEW OF TWENTY-FIRST CENTURY STUDENTS AND THEIR SCHOOLS

"What Future Citizens Will Need to Know and Do"
"What Kinds of Schools Will Offer What Students Need"
"What New Roles Practicing Teachers Will Play in Leading These Schools"

WHOM DO WE WANT AS PARTNERS IN OUR NETWORK?

We want to communicate and collaborate with teachers who believe as we do that no one can advocate for students as well as we can--and therefore, that no one is better able to lead the kind of change in our schools that will be based on teaching and learning.

We want to talk together about how we might lead that change, how we can stay in teaching and transform it to reclaim our rightful place in school leadership, how we can reach the wider educational community and what we will need to learn and do to accomplish this.

DO YOU WANT TO JOIN US?

If you wish to join the LIFT network, and continue to receive this quarterly newsletter, please mail your check for $20.00 to:

LIFT, INC.,2138 Boston Court, Indianapolis, IN 46208.

Enclosed is my $20.00. Please send me NETWORK, and keep me informed about the National Forum and other activities for teacher leaders.

Name _____

Home Address _____

_____ Phone ( )___- _____

School Name _____ Teaching Position _____

Address _____ Phone ( )___- _____

In addition to enclosing the membership application, please give your answers to the following questions:

The best readings on topics of teacher leadership and research into school change_____

_____

Best speakers/presentations on teacher leadership and research into school change_____

_____

Specific topics I'd like addressed in this newsletter or at the Forum:

_____

_____

Would you be interested in writing for **NETWORK** or participating in a panel discussion at the 1993 LIFT Forum? Topic? _____

I am interested in attending next year's LIFT Forum. Yes No

Appendix A

PLANNING PANELS FOR THE LEADERSHIP INSTITUTE FOR THE FUTURE OF TEACHING

Indianapolis

March 1-2 ** June 13-14 ** October 4-5, 1990

	March Panel	June Panel	October Panel
Roland Barth Senior Lecturer Harvard University	X		X
Kitty Boles Teacher Brookline (MA) Public Schools		X	X
Herb Budden Teacher Indianapolis Public Schools	X	X	X
Leonard Burrello Professor; Chair, School Administration Indiana University			X
George Dickison Superintendent West Central Comm. Sch. Corp.			X
Don Ernst Exec. Asst. for Education Office of Governor of Indiana		X	X
Carolyn Fay Director Leadership Institute for the Future of Teaching	X	X	X
Carole Garstang Dir., Community Affairs The Associated Group			X
Evelyn Gearries Teacher Indianapolis Public Schools		X	
Shirl Gilbert Deputy Superintendent Indianapolis Public Schools			X
Tom Gregory Professor Indiana University			X

	March Panel	June Panel	October Panel
Stanley Griffin Principal Hammond Public Schools	X	X	X
John Harrold Exec. Director, Curriculum Advisory Council Indiana Department of Education			X
Tom Houlihan President and CEO Comm. Leaders Allied for Superior Schools			X
Jane Kendrick Principal Hammond Leadership & Program Dev. Academy		X	
Sheila Klinker State Representative Indiana Legislature			X
Lynn Klosowski Teacher Hammond Public Schools		X	X
Philip Lambert Assistant Superintendent MSD Lawrence Township			X
Ann Lieberman Professor Columbia University	X		
Joan Lipsitz Program Director, Education Lilly Endowment, Inc.		X	
Robin Manetta Buddy System Project Assistant Corporation for Science and Technology		X	X
Marty Mansfield Teacher Indianapolis Public Schools	X	X	X
Betty McCarty Director, Elementary Principals Indianapolis Public Schools			X

	March Panel	June Panel	October Panel
Bob McClure Director, Mastery in Learning National Education Association (NEA)			X
Damon Moore Consultant, Education Systems International Business Machines (IBM)			X
Richard Notebaert President and CEO Indiana Bell			X
Anna Ochoa Professor Indiana University	X		X
Carol Reed Project Director Puget Sound Educational Consortium University of Washington			X
June Rimmer Principal Indianapolis Public Schools			X
Sharon Robinson Director, National Center for Innovation National Education Association	X		
Ed Robbins Executive Director Indiana Public Schools/Univ. Partnership			X
Terry Rose Principal Hammond Public School			X
Gerald Smith Professor; Chair, Curriculum & Instruction Indiana University	X	X	X
Sharon Smith Teacher Indianapolis Public Schools		X	
Gwen Staten Teacher Indianapolis Public Schools		X	

	March Panel	June Panel	October Panel
George Stuckey Director, Staff Performance Evaluation Indiana Department of Education			X
Nancy Sutton Vice Principal Indianapolis Public Schools		X	X
Brice Tressler President Indianapolis Education Association			X
Norm Turchen Assistant Superintendent MSD Washington Township			X
Sherry Watkins Teacher MSD Washington Township			X
Vivien Wissink Teacher Rochester (MN) Public Schools	X	X	X
Sam Yarger Professor; Dean, School of Education University of Wisconsin, Milwaukee	X		X

Total for March Panel: 11

Total for June Panel: 16

Total for Oct. Panel: 35

Appendix B

SUMMARY SAMPLE--ISSUES DELIBERATED
March, June and October, 1990

LIFT Planning Panels

March 1-2, 1990 The first panel--held in early March, 1990, in Indianapolis--consisted of teacher leadership authorities and practitioners who addressed a variety of issues.

Attempting a definition of teacher leadership: looking at formal vs. informal teacher leadership; differentiating teacher leadership from administrative/managerial roles and positional power.

Maintaining the importance of the classroom mission: making the role of teaching so compelling that no one will want to leave.

Reevaluating the way teacher time is used: 60% with students, 20% study/research and 20% school/district leadership.

Determining a unique mission for LIFT: it must be about genuine change in in teachers' and students' lives; it ought to provide a place for study as well as development, where teachers create as well as consume knowledge.

*****

June 13-14, 1990 The June panel was composed almost entirely of teacher leaders from public schools in Indianapolis, including two Key School teachers; Hammond (IN); Rochester (MN); and the Boston area. Discussion centered on practical issues but theoretical ones were woven throughout.

Agreeing on qualities of teacher leaders: credibility in using their leadership ability for meeting student, colleague and school needs rather for a personal agenda/ambition to "leave."

Looking at barriers/disincentives: isolation in which teachers work highlights differences in vision, goals and practice and makes collaboration difficult in terms of time and collegial relations.

Creating new roles: enriching teaching through expanding role to include such roles as

- Coordinator of faculty development
- Designer of curriculum and instruction
- Creator of school/district programs
- Linker/broker with school publics
- Researcher of teaching, learning and leading.

Criteria for selection of LIFT teacher leaders: Ability to demonstrate backing from "critical mass" of faculty, and principal, for a vision of school change, with agreement "in principle" from superintendent for support of change, e.g., allocation of time for leadership.

One particular theme heard throughout both the March and the June discussions was that LIFT should be unique, should not do what every other type of teacher training had done, in either process and outcome. These suggestions were offered in the spirit of restructuring, with the hope that we would not perpetuate existing structures that hamper schools and teachers from the real purposes of teaching and learning. We agreed, yet the inability to use existing models remains a true challenge, compounded by the lack of information on teacher leadership and newer ways for teachers to explore their own development in collegial settings. Ann Lieberman offered this encouragement:

> Some states and school districts are creating new roles and new structures... to change the social relations of the people who do the work at the school level. The leap from report to reality is a difficult one, for there is little precedent, few models and no guidelines. We are literally learning by doing.

Another suggestion that came from all quarters was that LIFT should be a center for study and research as well as a site for leadership development and an agency for technical assistance.

*****

October 4-5, 1990 Our last panel was based on the desire for a response from all the publics whom LIFT might affect and who might affect it: the community; students,teachers,principals; superintendents; teacher organizations and the university.

We convened a large group, over thirty people, representing all the publics mentioned above as well as our expert teacher leader practitioners. Four separate but interacting panels both led discussion and acted as respon-

dents on these topics:

Definitions/descriptions of teacher leadership
Teacher leadership: An indicator of restructured schools?
New roles, new responsibilities, and new relationships
Accountability for student success and teacher leadership
Association positions on teaching and leading
University partnerships: Teacher leaders=teacher educators?
Teacher leadership and community/corporate response

A unifying question tied the two-day discussion together:

WHAT HAPPENS WHEN TEACHERS LEAD?

To the teaching profession? Teacher leadership could be the catalyst for redesigning the profession. Who will continue to be attracted to that kind of profession. Who will fill the gaps of highly qualified teachers--most of them women--who chose teaching because little else was open to them. We can't keep the best that we now have unless things change.

To change and restructuring: Top down change rarely has worked. Change doesn't always have to slow and hard. Teacher leadership offers the kind of big vision needed for systemic change, with new paradigms for every aspect of schooling--size, power, assessment, heterogeneity, mentoring and time, time, time. More than any other change, we need to find new and better ways to use time. Teachers would never use time the ways it is used now.

We need to break up large schools into smaller more manageable units and eliminate the custodial aspects of teaching. We should continue restructuring until there is no top or bottom.

To relationships: True partnership is needed throughout the educational community, beginning with the superintendent and the leader of the Association. We can't do without one another. We can share that vision and that skill--of working together--with other teachers better than anyone else. We can end lots of division.

Self governance relies on common understanding and goals. We can end the kind of isolation in the school that had a banner reading "We're all in this alone."

Teaming depends on teacher authority and responsibility. Teachers will need to learn how to do this. Some principals will, too. Have teachers design what they should be accountable for. Self determination increases self-esteem.

To definitions of power and leadership?: he group is replacing the hierarchy in decision making. It offers use of legitimate influence more than an exercise of positional power. All teachers don't want the same amount of influence and involvement. And as one teacher said, "I want leadership but not as my 151st student."

To the principalship? Principals don't feel that they have much authority or power so why give up what little they have? Most of their time is spent managing anyway. What's there to give away?

That's the limited quantity, zero sum notion of power. Good principals create the atmosphere of open and trusting relationships. They encourage teachers to act as leaders because they need teacher leadership to facilitate collegiality and collaboration.

To students?: Teaching includes advocating for students; participating in policy making ought to go hand in hand with our work. Teachers have no choice but to lead. Teacher leaders can best develop student leaders. In their own teaming, teachers can better convey the kind of teamwork that is so necessary for students' future jobs. By learning to be open, candid and non adversarial, we can create a community of learners.

Teacher leadership and teacher education: We cannot separate professional preparation from professional practice. How can schools restructure when universities are not restructuring?

Teacher training should take place in restructuring schools where teachers serve as leaders. In such schools teachers and university faculty can decide together what aspiring teachers should be learning.

APPENDIX C

LIFT "TUESDAY GROUP" LETTER TO Indianapolis Star

School-reform plans should include teachers

YOUNG MINDS AT STAKE
An essay

This essay was written by eight members of LIFT — the Leadership Institute for the Future of Teaching — a school change organization. They are Shirley Akins, School 86; Kerry Brown, Herb Budden and Sharon Carlino, Broad Ripple High School; Bonnie Budden, School 2; Carolyn Fay, Roberts Academy; Christine Muller, Shortridge Junior High School; and Donna Scherer, School 48.

We are pleased that *The Indianapolis Star* is focusing well-deserved attention upon critical issues in educational reform.

We are a group of like-minded teachers, studying and working together, who have created a forum to discuss and disseminate ideas for reshaping schools in significant and lasting ways. In this letter, we present the beliefs and ideas that join us. Our deepest feeling is that the unique role we play in the lives of our students makes us youth's best advocates, and therefore crucial to any real reform of schooling.

We share in common the idea that teachers need to be the creators of change for better education. No longer should we be, as we have been in the past, powerless recipients of policies established by decision-makers so far removed from students. We think it imperative that teachers assume leadership responsibilities in education. Our dedication to the profession of teaching charges us with the mission to expand our role as teachers without having to leave that primary role for administrative positions, furthering a management model that we know is outdated and must be restructured.

However, there is an obstacle to the common-sense idea of allowing front-line teachers full partnership in determining educational policy. It is the currently held assumption that some adults should control other adults and that these other adults should do nothing but control children.

It is clear to us that students will learn leadership skills best from teachers who are leaders. Until we develop a new attitude toward the primacy of the teacher-student relationship, society will continue to reap the results of an educational organization that controls its teachers, yet denies them the genuine use of their wisdom and experience.

Unfortunately, the present structure of schools forces too many teachers into merely coping, and when coping becomes permanent, futility does, too. If schools are ever to improve, schools first must work better for teachers — even, perhaps, must be led by teachers — who, in turn, are the only ones who can make schools better for children.

We know teaching and leadership are not mutually exclusive. Systems where ALL students are encouraged to lead can meet demands that no one has yet imagined. We will continue to research and discuss viable alternatives to present systems and will soon announce our first forum where our dialogue may include a larger audience.

You're concerned about the quality of education and so are we. That's why *The Indianapolis Star* is making a special effort in 1992 to focus on education reform in Indiana. As part of that effort, we'd like to hear from you. What do you think needs to be done to improve our schools? We'll publish in the Focus section reader essays that are typed and double-spaced, a maximum of two pages long. Please include your name, age, occupation and a phone number where we may reach you if we have any questions. Mail your essays to: Education, *The Indianapolis Star*, P.O. Box 145, Indianapolis, Ind. 46206-0145. For more information, contact Kathy Whyde Jesse, (317) 633-9288.

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